A SYNOPSIS ENTITLED

CRITICAL ANALYSIS OF SERVICE QUALITY IN EDUCATION WITH SPECIAL REFERENCE TO PHARMACY COLLEGES AFFILIATED TO SAVITRIBAI PHULE UNIVERSITY, PUNE

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In Management Science

By

MR. SUSHIL PALIWAL

Under Guidance of

DR. ASHISH GADEKAR

Research Supervisor

Department of Management Science

MGM University

I. Introduction:

In recent years, there has been a growing emphasis on the importance of continuing education in the field of pharmacy. Many countries require pharmacists to complete ongoing education and training to maintain their licensure and ensure that they are up-to-date with the latest developments in the field. This emphasis on continuing education has helped to ensure that pharmacists remain competent and knowledgeable throughout their careers. Overall, pharmaceutical education is an important focus for many countries around the world. The field of pharmaceutical education is constantly evolving and adapting to meet the changing demands of the healthcare industry. Through continued investment and development in pharmaceutical education, countries can ensure that they have a skilled and competent workforce to meet the healthcare needs of their populations.

Pharmaceutical education has grown rapidly in India over the past few decades, driven by the growing demand for healthcare services and the need for skilled pharmacists and researchers. Today, India is home to some of the world's leading pharmaceutical education institutions, which are recognized for their high-quality programs and cutting-edge research. The growth of pharmaceutical education in India can be traced back to the early 20th century when the first pharmaceutical institute was established in Calcutta (now Kolkata) in 1932. Since then, pharmaceutical education has expanded rapidly, with the establishment of several other institutions across the country. The overall goal of service quality in education is to provide a positive learning experience that equips students with the knowledge, skills, and abilities they need to succeed in their careers and personal lives. The study focuses on services quality of education with reference to the Pharmaceutical Colleges in Pune.

II. Research Problem:

A research problem is a clear and concise statement that guides the direction and focus of a research study. It is often formulated as a question that highlights the problem or issue that the study aims to address. It should be specific, measurable, and relevant to the research topic, and must be answerable using systematic and empirical methods. The research question helps to identify the

purpose of the study, the scope of the investigation, the data collection methods, and the analysis and interpretation of results. The research question for the study is ‘Critical Analysis of Service Quality in Education with special reference to Pharmacy Colleges Affiliated to Savitribai Phule University, Pune. The research question of analysis of service quality in education aims to understand how students, teacher perceive the quality of services provided by pharmacy educational institutions. This question is pertinent as it helps to identify the areas where improvements are necessary and can shape the policies of the institution.

III. Objectives of the Study:

The objectives of the study are

1. To explore the models available to investigate service quality in higher education.
2. To examine the relationship between service quality dimensions (tangibility, responsiveness, reliability, assurance, empathy, and overall service quality) and student satisfaction.
3. To assess students' satisfaction with education facilities provided by the colleges.
4. To study the gap between the services expected and services provided to the students.
5. To recommend the corrective measures to improve the level of student satisfaction.

IV. Significance of the study:

The significance of the study titled 'Critical Analysis of Service Quality in Education with special reference to Pharmacy Colleges Affiliated to Savitribai Phule University, Pune' is multifaceted and crucial. The study aims to evaluate the service quality of education provided by pharmacy colleges affiliated to Savitribai Phule University in Pune, India. Some of the key significance of the study is:

1. To enhance the quality of education
2. To improve student satisfaction
3. To increase competitiveness
4. To contribute to knowledge

5. To benefit society

V. Literature Review: Key Theories

- Using the SERVQUAL approach, Pariseau and McDaniel (1997) evaluated service quality in two small, private business schools in the northeast of the USA. The findings demonstrated that, in the eyes of their students, the business schools had not provided quality service. Significant disparities in the perceptions of service quality were validated by the analysis of variance.
- By the help of SERVQUAL study instrument, Brenda M. Oldfield and Steve Baron (2000) investigated how college students perceived the quality of the services they received. According to main components factor analysis of data obtained from a sample of 333 undergraduate business and management students, students' perceptions of service quality may be divided into three categories: necessary, acceptable, and functional.
- The crucial quality aspects of the Faculty of Management, Koper, Slovenia, were determined by Faganel and Macur in 2003. The findings indicated that instructors and students have different ideas about what quality is. Two factors can be used to describe how well students grasp service quality. Dimensions like dependability, responsiveness, assurance, and empathy are part of the first factor.
- The methods for assessing and enhancing service quality in higher education were looked at by Anita Quinn et al. in 2009. Total quality management, the deployment of quality functions, six sigma, ISO 9001, the Malcolm Baldrige National Quality Award, and the academic quality improvement program were the six techniques that were looked at. Deploying quality functions is becoming more common, and TQM has been used extensively.
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- In universities in Thailand, Ashim Kayastha (2011) investigated the elements that affect graduate students' satisfaction. The responses of the students were evaluated using a modified questionnaire with a 5-point Likert scale. There were 303 samples in all that were taken. The findings indicated a strong correlation between the variables affecting service quality.

VI. Research Gap:

The majority of the literature, it was discovered, dealt with customer happiness and service quality. The present study includes the main evaluative criteria for service quality identified in the literature. According to the aforementioned reviews, virtually little has been done to link service quality, customer happiness, and loyalty in the higher education industry. This study was created to look at how college students perceive the higher education institutions' level of service, taking into account this knowledge gap. Furthermore, the studies discussed above did not examine the factors that influence students to favour a specific higher education institution, students' satisfaction with the services provided by higher education institutions, students' perceptions of service quality, service quality gaps, and students' loyalty to higher education institutions.

VII. Research Methodology:

a. Research Design:

The purpose of the research design for this study is to evaluate service quality in education across all pharmacy institutions associated with Savitribai Phule Pune University, Maharashtra. The goal of this research design is to provide a comprehensive picture of service quality in these educational institutions by combining qualitative and quantitative research methods. A mixed-methodologies strategy is used in this study to combine quantitative and qualitative data gathering and analysis methods. This strategy enables a more thorough investigation of service quality, taking into account both subjective and objective factors. This research is exploratory in nature.

b. Sampling Plan:

To determine the appropriate sample size for the colleges, staff members, and students, we should consider several factors, including the total population size,

desired confidence level, and margin of error. Typically, a larger sample size yields more accurate results, but it can be costly and time-consuming. According to Krejcie & Morgan (1970), the U.S. National Education Statistical Table is the most widely used methodology for some social science research. This is why the researcher chose it to calculate the sample size for their study.

c. Data Collection:

After a research problem has been identified and a plan for conducting the study has been established, the job of collecting data begins. Two categories of data, primary and secondary, should be considered by the researcher while deciding on the data collection to be used for the study. Overall, the questionnaire is structured with clear titles for each section, and it is divided into different dimensions to systematically assess the various aspects of service quality in pharmacy colleges affiliated with Savitribai Phule University, Pune. The questions are designed to collect both expectation and perception data to help analyze the gap between what students expect and what they perceive regarding the quality of education services provided.

VIII. Analytical Tools:

In this research, several analytical tools were employed to examine the relationship between service quality dimensions and student satisfaction in pharmacy colleges. Descriptive statistics were used to summarize key characteristics of the data, providing an overall view of how respondents perceived service quality. Further, inferential statistical methods, such as regression analysis and ANOVA, were used to explore the relationship between independent variables like tangibility, responsiveness, reliability, and dependent variables such as student satisfaction. These methods enabled the researcher to test hypotheses regarding the impact of different dimensions of service quality on satisfaction levels. The statistical tools helped in quantifying the data and allowed for precise interpretation of how each dimension contributed to the overall perceptions of service quality.

IX. Data Analysis & Key Findings:

The data analysis involved an extensive examination of responses from students and faculty regarding their perceptions and expectations of service quality. Key findings were presented through tables and charts, illustrating various

aspects of service quality, such as the adequacy of facilities, professionalism of staff, and the responsiveness of institutions. For example, the majority of students expressed satisfaction with the physical facilities, including classrooms, libraries, and laboratories, as well as the availability of technology and Wi-Fi on campus. On the other hand, faculty responses indicated a strong emphasis on the need for career-oriented curriculum and reliable institutional support. These visual aids helped convey complex statistical data in a more digestible format, making it easier to understand the key findings at a glance.

X. Discussion:

The discussion section provided an in-depth interpretation of the data, bridging the gap between the empirical findings and theoretical frameworks. The research revealed that both tangible and intangible factors, such as infrastructure, equipment, responsiveness, and empathy, play a significant role in shaping student satisfaction. While students generally appreciated the facilities and services provided by the institutions, the study found that there was a gap between faculty and student perceptions regarding service quality. This section also examined the implications of these findings for educational institutions, suggesting that addressing both physical and emotional needs can enhance the overall learning environment. The discussion linked these findings to existing theories, such as the SERVQUAL model, and underscored the practical need for institutions to continually improve their service offerings to meet evolving student expectations.

XI. Contributions:

This study makes valuable contributions both to theory and practice. Theoretically, it expands the application of well-known service quality models like SERVQUAL to the context of pharmacy education. By analyzing how dimensions such as tangibility, assurance, and empathy affect satisfaction, the research deepens the understanding of how these factors work in higher education. On a practical level, the study offers actionable insights for administrators and policymakers in pharmacy education. Recommendations based on the findings focus on enhancing curriculum design, improving infrastructure, and developing communication strategies to better align institutional services with student and

faculty needs. These contributions have the potential to shape policy and practice in educational institutions aiming to improve service quality.

XII. Conclusion:

The conclusion of the study synthesized the key findings, highlighting that the most influential factors for student satisfaction were tangibility, responsiveness, reliability, and empathy. These elements—ranging from the quality of the physical infrastructure to the attentiveness and professionalism of staff—significantly shaped how students evaluated their educational experience. Based on these insights, the study offered practical recommendations for improving service quality in pharmacy colleges. These included enhancing the physical infrastructure, investing in faculty development, and refining communication between staff and students. By implementing these recommendations, educational institutions can potentially increase student satisfaction and academic performance.

XIII. Limitations & Future Scope

The research acknowledged several limitations, most notably the restricted geographic scope, as it focused exclusively on pharmacy colleges affiliated with Savitribai Phule University in Pune. The findings, while insightful, may not fully represent the service quality dynamics in other regions or educational contexts. Additionally, the study emphasized the need for future research to explore faculty satisfaction in greater depth, as this aspect was only partially addressed. The study also suggested broadening future investigations to include a wider range of educational institutions and a more diverse sample, which could provide a more comprehensive understanding of service quality across different settings. Future research opportunities are presented by the study on the critical examination of service quality in education, with a focus on pharmacy colleges connected with Savitribai Phule University, Pune. These possible research topics can advance our knowledge of service quality in education and help to develop better teaching strategies.

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